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ABSTRACT

Collected are 34 forms used by the author in remediating learning and/or behavior problems in elementary grade children. The consistent recording of data helps keep parents, teachers, administrators, and the teacher informed of the child's academic and social development. The forms are organized sequentially beginning with diagnostic tools and ending with year-end evaluations. The following are examples of included forms: "Learning Disability Group Referral Form", "Burks' Behavior Rating Scale", "Remediation Plan", "Student Self Evaluation", "Anecdotal Record", "Parent Evaluation", "Behavior Chart", "Point Card", "Reading Chart", "Spelling Record", "Daily Evaluation", "My Weekly Plan", "Citizen of the Day Award", "Tutor's Log", "Individual Test Results", and "Pupil Summary Evaluation Form." (DB)

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SUCCESS THROUGH

R = RECORDING

E = EVALUATING

C = CONTRACTING

O = ORGANIZING

R = REWARDING

D = DIAGNOSING

S = SELF-IMAGE

BY

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FORWARD

During the past eight years I have worked with children who have learning and/or behavior problems. I soon recognized the need to develop materials for recording, contracting, charting, and evaluating student progress.

This booklet contains the more recent forms that I have developed and found to be very helpful. By consistently recording data, I have been able to keep the parents, teachers, administrators, and myself informed of the child's academic and social development. I have put this booklet together in response to the numerous requests for copies of these forms. They have been organized sequentially beginning with the diagnostic tools and ending with year-end evaluations. I hope they may serve as helpful hints to teachers who are in regular or special education.

I would like to give credit to the administrators and fellow teachers for their support and encouragement, and especially to my student teacher who helped me with the organization and typing.

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EXPLANATION OF FORMS

LDG REFERRAL FORM - When a student is referred to the LDG (Learning Disability Group) Program, the regular classroom teacher should fill out this form to give some background information.

EH LEARNING ASSISTANCE CLASS DATA SHEET - This form is filled out by the LDG teacher at the beginning and end of the school year after the student has been tested. Specific goals and objectives for the year are recorded.

BURKS' BEHAVIOR RATING SCALE - This is printed on the back of the Ocean View's EH Learning Assistance Class Data Sheet.

CLASS TEST RESULTS - This shows the pre- and post-test scores of eight students on the ITPA and Detroit subtests, the Wide Range Achievement Test, Kucera Francis Corpus, Wepman, and Spache tests used to diagnose the students.

DESCRIPTION OF ABBREVIATIONS OF TESTS - An explanation of the abbreviations used on the Class Test Results form.

REMEDIATION PLAN - After a student has been diagnosed, the objectives for the developmental, academic, and affective skills are formulated and the appropriate materials and evaluation methods selected.

STUDENT SELF-EVALUATION, I - This evaluation is usually read to the primary students and they place a check mark in the appropriate box. It is given at the beginning and the end of each school year.

STUDENT SELF-EVALUATION, II and III - These are self-explanatory.

TEACHER RATING SCALE - This scale is filled out at the beginning and end of each school year. The pre-test may be shown in red and the post-test in black to show if any improvement has been made.

PARENT EVALUATION - This is given at the first parent-teacher-child conference and again at the end of the year conference to see if progress has been made in the child's attitude toward school and his academic subjects.

ANECDOTAL RECORD - Whenever something significant happens to a child it is recorded by the type of behavior shown, the cause of the behavior, and the way it was resolved. It is good to have this data at parent-teacher-child conferences.

PARENT CONTACTS - Frequent contacts with parents is necessary to make a good program. This form will show how much interest parents have shown during the year either by letter, phone, or conference.

TEACHER CONFERENCE - Discussions with the regular classroom teacher about a student's progress in the academic and social skills in the regular classroom are recorded.

BEHAVIOR CHART - This form is used to plot on-target and off-target behaviors. The teacher will record the undesirable behavior for approximately a week. This baseline data is then discussed with the student and a reward system is put into effect (treatment). After a student has shown great improvement over a certain period, the reward is withdrawn to see if he continues in the same manner. If the undesirable behavior reappears, the reward system needs to be put into effect

Behavior Chart - Cont'd

again. Two samples of the use of this chart are included.

BEHAVIOR CONTRACT - This contract is made by the student and he is the one who chooses to change a behavior that either bothers others or himself. For every day that he fulfills his contract he puts a star in the appropriate box and a reward may be given for a certain number of stars earned.

POINT CARD - This card shows a positive reinforcement of desired behavior. Every time a child does something well, points are earned. The teacher, tutor, or the student himself may record the points. Rewards may be given for a certain number of points earned.

LET'S MAKE A DEAL - Certain activities earn a certain amount of points, depending upon neatness, attitude, diligence, and accuracy. Bonus points are points given by the teacher whenever desirable behaviors are being stressed, e.g. "You didn't yell once this morning! I think you earned 5 points for controlling yourself." Points are saved and can be turned in for rewards.

READING CONFERENCE - When the teacher or tutor reads with a student, comments related to his reading skills are recorded (e.g., little intonation, doesn't stop at periods, confuses b and d, doesn't know the oy or ow sound). These comments will be helpful to plan individual reading lessons.

READING CHART - This is a visual record of a student's comprehension and word attack skills. A green line is drawn on the 80% line. Whenever a student scores above this line, it is plotted in blue and whenever the score falls below the line, it may be plotted in red.

To help motivate a student, free reading may be given as a reward when both the comprehension and word attack scores are above the 80% line.

SPELLING RECORD - A comprehensive record showing how a student is progressing in his spelling book.

SPELLING TEST SCORES - A graph showing how a student is doing on his spelling test. If a student has to learn 20 words a week, a line is drawn on the 20 line. A green line is drawn on the 80% line, and the correct amount of words on the test is plotted. When the score falls below the 80% line the graph will show up in red and the test has to be taken again until he passes the 80% line. If all words are done correctly, a star is placed on top and a small candy bar is earned.

DAILY EVALUATION, I - This one was made to be used in the regular classroom. The student writes down the things to be done. When an activity is completed a check is put in the done box and the teacher initials it. At the end of the day the teacher and student know what is done and what needs to be completed.

DAILY EVALUATION, II - This form is self-explanatory.

WEEKLY EVALUATION - This is a comprehensive chart showing what and how a student has done. The student may earn 1, 2, or 3 points in each subject for his attitude, diligence, and accuracy. He may evaluate himself first, then the teacher may give

his impressions of the student's work and after a discussion, the number of earned points can be recorded. The points may be traded in for rewards to help motivate students.

MY WEEKLY PLAN - This shows what work the student has completed at the end of the day. The student himself fills out his plan, evaluates his recess and his day, and marks if he fulfilled his contract (see Behavior Contract).

Every morning is started with a conference for sharing and discussion of the things that need to be done during the day. The children gather around the teacher during this time. Whenever undesirable behavior is shown in the classroom the children are called for a conference and the behavior is then discussed by the students themselves.

END OF THE DAY EVALUATIONS - These were developed for use by the regular classroom teacher. The teacher fills these out for problem students to be taken to the counselor, LDG teacher, or the parents so that the day may be discussed. The LDG teacher may give points for the good evaluations so that rewards may be earned.

CITIZEN OF THE DAY AWARD - At the end of the day the students are called for a conference to choose the citizen of the day. Five points may be earned for this award. The student takes it home where most parents will follow up with a special reward.

A SUNSHINE NOTE - This note is given to a student for doing something nice or outstanding. Either the principal or teacher may write the note.

PROGRESS REPORT - This is a report on the student's academic and social skills. It is difficult to grade a student who has a learning disability and this form can be written out. In the comment blocks suggestions and ideas are written to the parents on how they may help their child improve.

LAT TEACHER EVALUATION - An LDG teacher works with many teachers and frequent communication between the two is important. This evaluation was drawn up in order to adjust the program to the teachers' needs. It is given twice during the school year.

TUTOR'S LOG - Tutors from within the classroom or from other classes are an asset to the educational program. This log is filled out by the tutor to show what he has done. A reward may be given after a certain number of hours have been put in by a tutor in cases where the need arises.

WEEKLY LAT SCHEDULE - This form shows the LDG teacher's activities, meetings, conferences, and testing schedule.

INDIVIDUAL TEST RESULTS - After the pre-and post-tests are given to the students the scores are recorded. A conference with the parents and the student is scheduled to discuss the results.

PUPIL SUMMARY EVALUATION FORM - It is filled out at the end of the year. One copy is sent to the district office and one copy is placed in the confidential file.

LDG REFERRAL FORM

Teacher:_____ Student:_____

Grade Level:_____ Age:_____

Please check areas of weakness:

READING

Consonants	____	Comprehension	____
Long Vowels	____	Main Ideas	____
Short Vowels	____	Vocabulary	____
Consonant Blends	____	Syllabication	____
Digraphs	____	Sight Vocabulary	____
Work Attack Skills	____	Spelling	____
Sound Blending	____		

MATH

Basic Addition Facts to 20	____	Regrouping	____
Basic Subtraction Facts to 20	____	Place Value	____
Multiplication Facts	____	Telling Time	____
Division Facts	____	Reasoning	____

DEVELOPMENTAL SKILLS

Gross Motor Coordination	____	Auditory Sequencing	____
Fine Motor Coordination	____	Auditory Discrimination	____
Visual Perceptual Skills	____	Left-right Orientation	____
Auditory Memory	____		

BEHAVIORAL CHARACTERISTICS

Hyperactive	____	Needs Much Attention	____
Short Attention Span	____	Destructive	____
Easily Distracted	____	Cries Often	____
Daydreams	____	Temper	____
Little Self-Control	____	Following Directions	____

TEST RESULTS

Test Name	Scores:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Child's Name _____ Birthdate _____ Date entered _____ School _____ Post-test..red or green

Parent's Name _____ Address _____ Phone _____

Classroom Teacher _____ LAT _____ Grade _____ Date _____ Age in years _____ months

WISC Date given _____

VERBAL TESTS	*Raw Score*	*Scaled Score*	
Information			
Comprehension			CA _____
Arithmetic			IQ(V) _____
Similarities			IQ(P) _____
Vocabulary			IQ(T) _____
(Digit Span)			
Sum of Verbal Tests			
PERFORMANCE TESTS			
Picture Completion			
Picture Arrangement			
Block Design			
Object Assembly			
Coding			
(Mazes)			
Sum of Performance Tests			

OTHER TESTS

Date _____ CA _____

Date _____ CA _____

Date _____ CA _____

SPACHE DIAGNOSTIC READING

	Pre DATE list	Post DATE list
Word recognition		
Instructional (oral)		
Comprehension (silent)		
Potential (listening)		

PHONICS TESTS:

	DATE	
Consonant Sounds		
Vowel Sounds		
Consonant Blends		
Common Syllables		
Blending		
Letter Sounds		

WEPMAN Pre Date _____ Form _____ Score _____

Post Date _____ Form _____ Score _____

KUCERA FRANCIS CORPUS Pre Date _____ Score _____

Post Date _____ Score _____

RANSOM LANG Pre Date _____ Score _____

Post Date _____ Score _____

Impressions of Attitudes and Behavior: (See record on back)

I.T.P.A. Pre _____ CA _____ Post _____ CA _____

Auditory Sequential Memory

Auditory Closure

Blending

Auditory Association

Area of Lang. Learning System Recommended _____

Detroit Pre _____ CA _____ Post _____ CA _____

Sub-Tests

1. _____

2. _____

3. _____

SPECIFIC GOALS & OBJECTIVES FOR YEAR _____

MEDICAL & PHYSICAL TRAITS:

	Date _____ CA _____	Date _____ CA _____
Reading Expectancy _____		
Actual Reading _____		
Difference _____		

(1) You have not noticed this behavior at all.
(2) You have noticed the behavior to a slight degree.
(3) You have noticed the behavior to a considerable degree.
(4) You have noticed the behavior to a large degree.
(5) You have noticed the behavior to a very large degree.

Vegetative-Autonomic

1. Hyperactive and restless ____
2. Erratic, flighty, or scattered behavior ____
3. Easily distracted, lacks continuity or effort ____
4. Behavior goes in cycles ____
5. Quality of work may vary from day to day ____
6. Daydreaming, alternating with hyperactivity ____
7. Explosive and unpredictable behavior ____
8. Cannot seem to control self (will speak out or jump out of seat ____
9. Poor coordination in large muscle activities (games, etc.) ____

Perceptual-Discriminative

10. Confusion in spelling and writing ____
11. Inclined to become confused in number processes; gives illogical responses ____
12. Reading is poor ____
13. Lacks a variety of responses; repeats himself in many situations ____
14. Upset by changes in routine ____
15. Confused and apprehensive about rightness of response; indecisive ____
16. Confused in following directions ____
17. Classroom comments are often "off the track" or peculiar ____
18. Difficulty reasoning things out logically with others ____

Social-Emotional

19. Demands much attention ____
20. Tends to be destructive especially of the work of others ____
21. Evidences of stubborn uncooperative behavior ____
22. Withdraws quickly from group activities, prefers to work by self ____
23. Constant difficulty with other children and/or adults (apparently purposeless) ____
24. Shallow feeling for others ____
25. Cries often and easily ____
26. More confused by punishment ____
27. Seems generally unhappy ____
28. Tells bizarre stories ____

STRENGTHS PROBLEMS METHOD USED

PARENT PARTICIPATION, NOTES

CLASS TEST RESULTS

Pre-test Date _____ Post-test Date _____

NAMES	ITPA						DETROIT		GRAT			KFC	M	SPACHE											AGE
	VA	AA	AR	AC	SB	SL	O	RS	Sp	M	S	220	x30	LR	IL Orc.	CL Oral	IL Sil.	RP Comp.	CS	VS	CB1	Com Syl	B1	LS	

-4-

DESCRIPTION OF ABBREVIATIONS OF TESTS

ITPA - Illinois Test of Psycholinguistic Abilities

VA - Visual Association
AA - Auditory Association
AR - Auditory Reception
AC - Auditory Closure
SB - Sound Blending
SM - Sequential Memory

Detroit Tests of Learning Aptitude

O - Orientation
RS - Auditory Attention Span for Related Syllables

WRAT - Wide Range Achievement Test

Sp - Spelling
M - Math
R - Reading

KFC - Kucera Francis Corpus

Most frequently used 220 words.

W - Wepman Auditory Discrimination Test

Spache Diagnostic Reading Scales

WR - Word Recognition
IL Oral - Instructional Reading Level (oral)
CL Oral - Comprehension Reading Level (oral)
IL Sil. - Independent Reading Level (silent)
RP Comp - Reading Potential (Auditory Comprehension)
CS - Consonant Sounds
VS - Vowel Sounds
CBL - Consonant Blends
Com Syl - Common Syllables
BL - Blending
LS - Letter Sounds

REMEDIATION PLAN

Name Tom White Age: 10 Teacher C. White Date 10-4-73

	EDUCATIONAL OBJECTIVES	PRIORITY OBJECTIVES	MATERIALS-METHODS	EVALUATION
DEVELOPMENTAL SKILLS	1. Auditory Reception ITPA 5-0 2. Auditory Association ITPA 4-11 3. Auditory Sequential Memory ITPA 7-7 4. Auditory Closure ITPA 5-3 5. Sound Blending ITPA 7-7 6. Motor Coordination Gross Motor		1. "Aids to Psycholinguistics" Exercises in Chapter 1. 2. Use Chapter 3 exercises and games. 3. Use games and exercises recommended in Chapter 8. 4. Use games and exercises prescribed in Chapter 4. 5. Use sound blending exercises. Use CCA and LEPA for 1 thru 5. 6. Catching, throwing, balancing, running, hopping, playing, participation in games.	1. Show improvement on ITPA in May. 2. Show improvement on ITPA in May. 3. Show improvement on ITPA in May. 4. Show improvement on ITPA in May. 5. Show improvement on ITPA in May.
ACADEMIC SKILLS	1. Reading Skills Spache 3.5 2. Arithmetic Skills WRAT 4.2 3. Handwriting Skills 4. Spelling WRAT 3.8 5. Language Skills	Reasoning & Communication Reasoning Problems Oral & Written Expression	1. Peabody Language, S.R.A., listening and retelling the story, high interest books, language learning system. 2. Fourth Grade State Text 3. Work on correct formation of cursive letters and words. 4. Fourth Grade State Text 5. Use of creative writing.	1. Improve in comprehension and vocabulary skills by using charts and Spache. 2. Show improvement on the WRAT and OV SD tests. 3. Show improvement from first papers. 4. Show improvement in written work and WRAT. 5. Show improvement in reasoning in written work.
AFFECTIVE SKILLS	1. Appropriate Behavior	Not falling on the ground. Doing challenging work. Not making noises all day. Not complaining about papers on the floor. Not perseverating in the drawing of freeway and traffic signs and games in which score boards are used.	Use a reward system to establish appropriate behavior.	A decrease in inappropriate behavior through the use of charts.

REMEDIATION PLAN

Name_____ Age_____ Teacher_____ Date_____

	EDUCATIONAL OBJECTIVES	PRIORITY OBJECTIVES	MATERIALS-METHODS	EVALUATION
DEVELOPMENTAL SKILLS				
ACADEMIC SKILLS				
AFFECTIVE SKILLS				

STUDENT SELF-EVALUATION

Name_____ Date_____ Grade_____

I like other kids.			
I have a special friend.			
I like to listen to what other kids say.			
I think every person is important.			
I feel I do good work in school.			
I like to come to school.			
I like to help plan what our class does.			
I finish what I choose to do.			
I feel someone loves me.			
I like to share what I have learned.			
I am happy in school.			
I like to do what I am supposed to do.			
I like to help other people.			
I follow directions at school.			
I like to do homework.			
I like sports.			
I like reading.			
I like math.			

STUDENT SELF-EVALUATION

Student Name_____ Teacher_____

Age_____ Level_____

TO THE STUDENT: This survey offers you an opportunity to express your opinions about your school work and the activities that you are involved in during school time.

DIRECTIONS: Please place a check in the square under each different school subject and across from one of the "How You Feel" statements.

HOW I FEEL	Reading	Math	Language	Social Studies	Science Health	PE	Art	Music
It is lots of fun and I like it.								
I think it is good.								
It is alright sometimes.								
I can't stand it.								
It is one of the worst things we do at school.								

DIRECTIONS: Please answer each question below in the space provided.

Right now I need help in:

I'm having problems with:

In my class I wish we could:

PRIMARY STUDENT SELF-EVALUATION REPORT

OF _____

DATE _____

We, as parents and teachers, wish for our children to be more responsible and accountable for their own growth. This report form gives your child an opportunity to evaluate, along with us, how well he is doing and where he needs to improve.

STUDY HABITS AND ATTITUDES:	YES	NO	SOMETIMES
I try to do my best work.			
I bother others when I work.			
I am a good listener.			
I follow directions.			
I finish what I start.			
I can work without talking.			
I walk and talk quietly in the room.			
I use things carefully.			
I put my things away neatly after I use them.			
I share what I use.			
I try new things.			

KNOWLEDGE, SKILLS, AND APPRECIATIONS

	YES	NO	SOMETIMES
I tell the class about things that happen to me.			
Reading is fun.			
I am a good reader.			
I like to write stories.			
I write neatly.			
I try to spell words correctly.			
I enjoy art.			
I enjoy music.			
I like physical education (PE).			
I am a good sport.			
I like to do mathematics.			

In math I am learning about _____

_____

Comments: _____

_____

_____

_____

TEACHER RATING SCALE

Teacher_____ Date_____

Student_____

Read each statement and mark the appropriate box based on your impressions of the student during the last semester.

1. Always
2. Often
3. Sometimes
4. Rarely
5. Never

	1	2	3	4	5
1. Shows enthusiasm for school.					
2. Shows enthusiasm for math.					
3. Shows enthusiasm for reading.					
4. Shows enthusiasm for language.					
5. Shows enthusiasm for sports.					
6. Participates eagerly in class activities.					
7. Shows concern with progress in math.					
8. Shows concern with progress in reading.					
9. Shows concern with progress in language.					
10. Completes math assignments.					
11. Completes reading assignments.					
12. Completes language assignments.					
13. Works well independently.					
14. Turns in neat work.					
15. Made progress in math.					
16. Made progress in reading.					
17. Made progress in language.					
18. Made progress in class participation.					
19. Shows adequate attention span.					
20. Daydreams					
21. Is easily frustrated.					
22. Shows quick temper.					
23. Respects class rules.					
24. Sent out of room.					
25. Follows directions.					
26. Wants to please others.					
27. Shows leadership.					
28. Fights on playground.					

PARENT EVALUATION

Name:_____ Date:_____

Please fill out the following statements and base your answers on your child's behavior during the last semester. Check the appropriate column on the scale.

1. Always
2. Often
3. Sometimes
4. Rarely
5. Never

	1	2	3	4	5
1. Said he liked school.					
2. Said he disliked school.					
3. Was happy in school.					
4. Wanted to stay home from school.					
5. Talked about school.					
6. Liked his teacher.					
7. Said he disliked his teacher.					
8. Liked his classmates.					
9. Disliked his classmates.					
10. Made friends in school.					
11. Showed interest in math.					
12. Showed interest in reading.					
13. Showed improvement in math.					
14. Showed improvement in reading.					
15. Concentrated well.					
16. Got into trouble in school.					
17. Teacher understood my child.					
18. My child received a good school program.					

19. My child's interests are_____

_____

_____

20. Things I would like to see in the program:

_____

_____

_____

_____

ANECDOTAL RECORD

Student _____

Teacher _____

Grade Level _____

ATE	BEHAVIOR	CAUSE	SOLUTION

PARENT CONTACTS

Student_____ Teacher_____

DATE	TYPE	SUBJECT	EVALUATION

TEACHER CONFERENCE

Teacher: _____ Student: _____

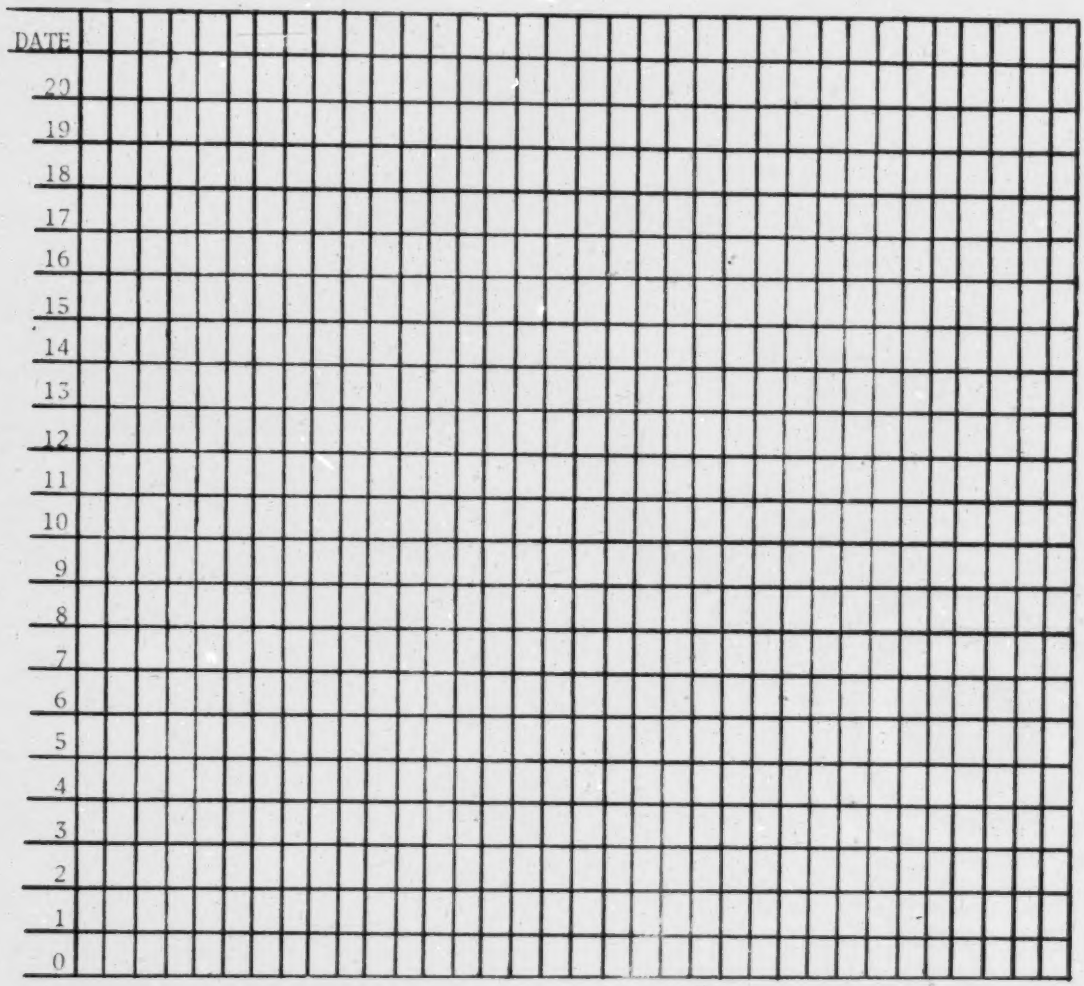
DATE	SUBJECT	COMMENTS

BEHAVIOR CHART

Name: _____ Teacher: _____

Beginning Date: _____ Ending Date: _____

Target Behavior _____

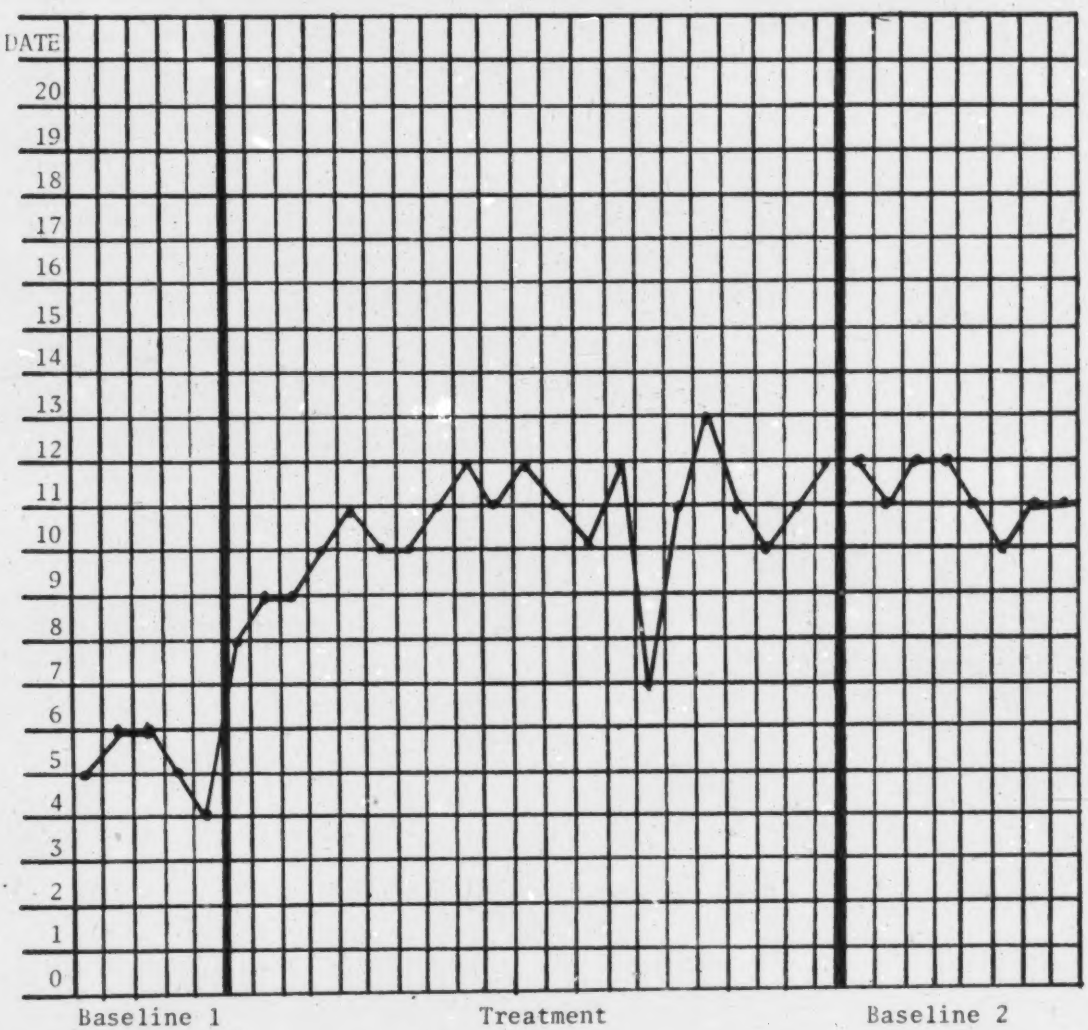


BEHAVIOR·CHART

Name: Jim Jones Teacher: C. LaRoe

Beginning Date: Oct. 10, 73 Ending Date: _____

Target Behavior Increase number of math problems in 20 minutes



BEHAVIOR CHART

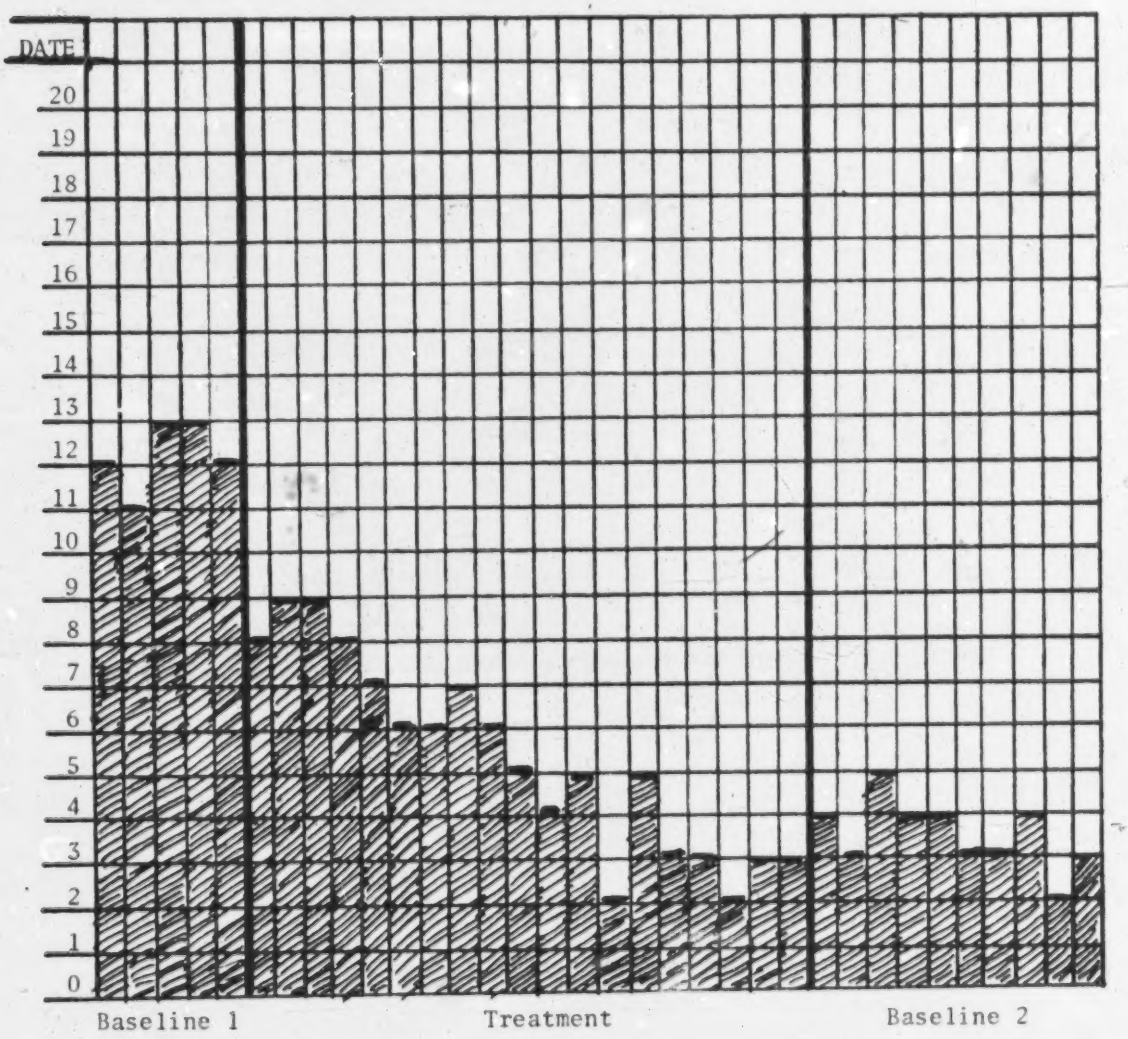
Name: David Smith

Teacher: C. La Roe

Beginning Date: Oct. 1, 1972

Ending Date: Nov. 18, 1973

Off-Target Behavior: Purposeless wandering around the room



BEHAVIOR CONTRACT

I, _____ , like to improve by

1. _____
2. _____
3. _____

DATE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

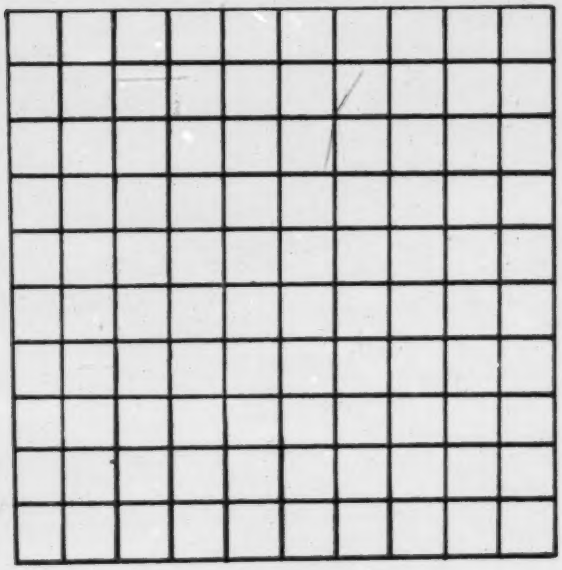
Teacher _____

Student's Signature _____

POINT CARD

Name_____ Room_____

Teacher_____ Date_____



LET'S MAKE A DEAL

Points*	Activities
2	Starting your work
4	Math
5	Reading
4	Language
3	Spelling
3	Writing
5	Fulfilling your contract
5	Good afternoon evaluation from regular class
5	Citizen of the Day Award
	Bonus points

*Possible points for daily tasks.

LET'S MAKE A DEAL

Points*	Rewards
25	Candy Bar 15 minutes free time Pencil Clean animal cages
50	Larger candy bar 30 minutes free time Tutoring
100	Large candy bar 1 hour free time Lunch with teacher Plant Fish
200	Toy (choice to be discussed with teacher) 1 free morning
300	Toy (choice to be discussed with teacher) 1 free day
500	Trip to Knott's Berry Farm
20	Good evaluations from the regular class will be worth one free lunch with the teacher.
24	Stars earned on your contract will be worth one free lunch with teacher either at her home or hamburger stand.

*Cumulative points.

READING CONFERENCE

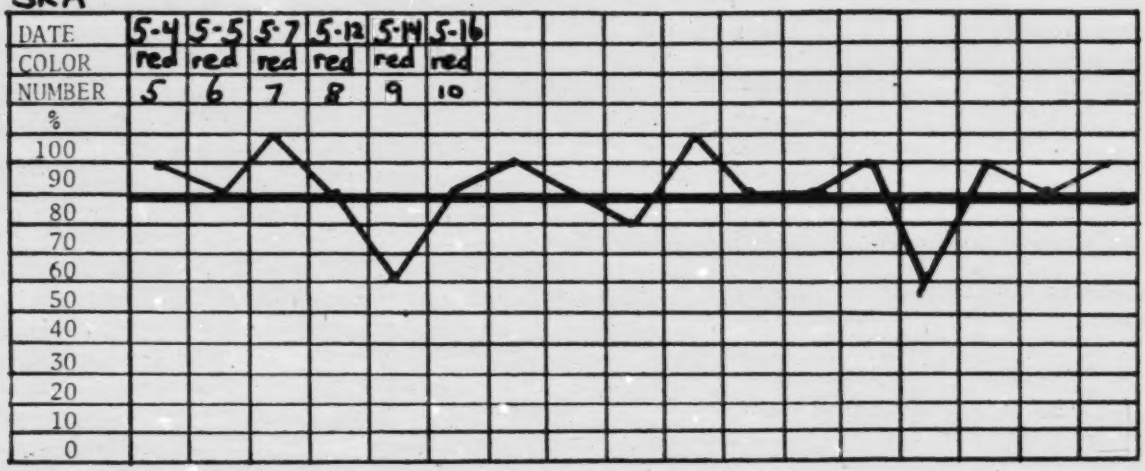
STUDENT: GRADE:

ATE	COMMENTS	DATE	COMMENTS

Name Susan Smith READING CHART Teacher C. LaRoe

SRA

COMPREHENSION



WORD ATTACK

Name_____ READING CHART Teacher_____

COMPREHENSION

DATE																	
COLOR																	
NUMBER																	
%																	
100																	
90																	
80																	
70																	
60																	
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WORD ATTACK

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COLOR																	
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95																	
90																	
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20																	
15																	
10																	
5																	
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SPELLING RECORD

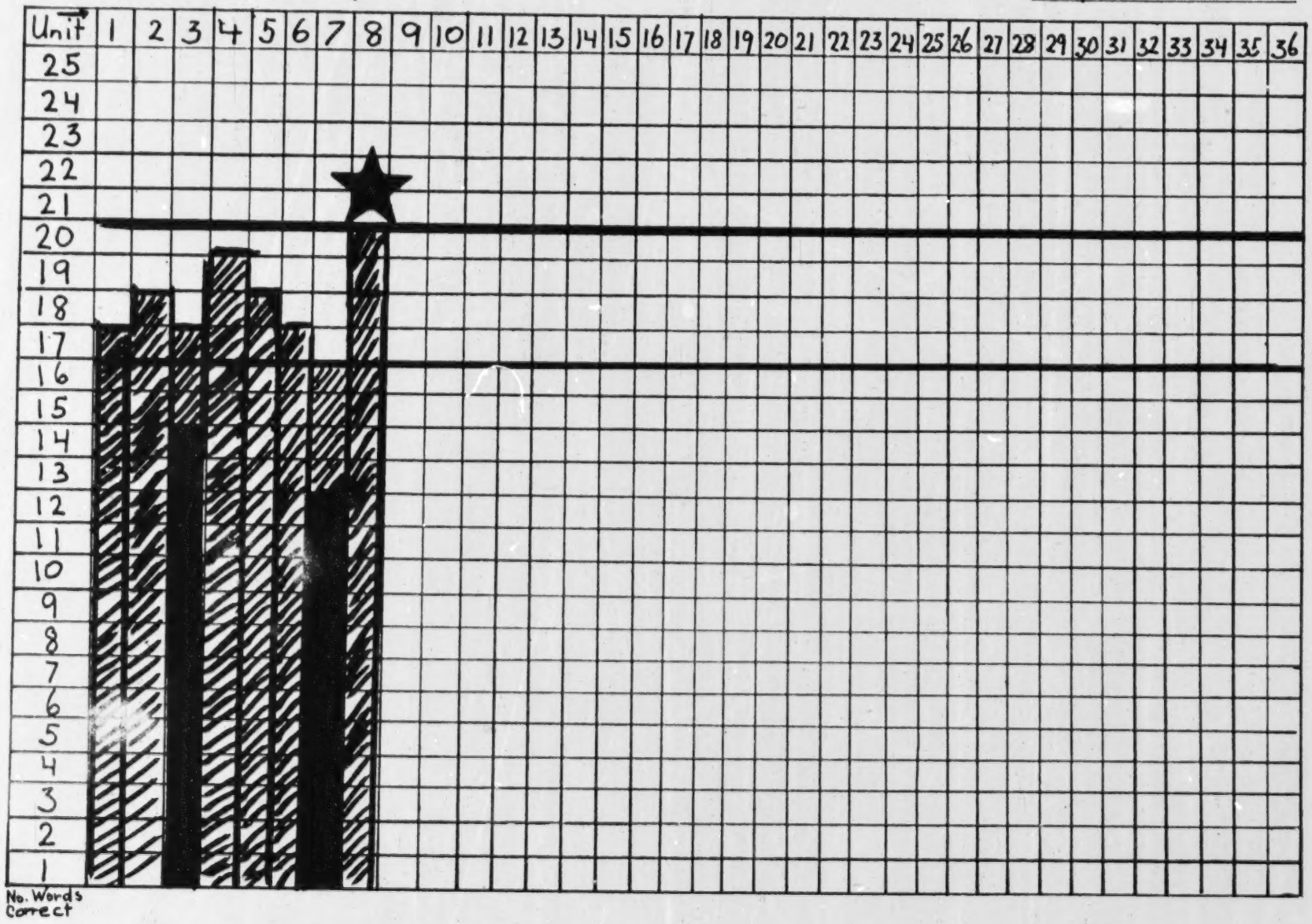
Name_____

ate	Unit	Completed	Score	Comments

SPELLING TEST SCORES

Student Steven Wood

Book 4



SPELLING TEST SCORES

Student _____ Book _____

Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
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3																																				
2																																				
1																																				

DAILY EVALUATION

NAME: DATE:

Time:

Things to be done:

	Done	Initial
1.		
2.		
3.		
4.		

Comments:

Recess was: Good_____ Fair_____ Poor_____

Time:

Things to be done:

	Done	Initial
1.		
2.		
3.		
4.		

Comments:

Time:

Things to be done:

	Done	Initial
1.		
2.		
3.		
4.		

Overall day evaluation:

DAILY EVALUATION

Date_____ Name_____

Things I did well today_____

_____

_____

_____

_____

Things I did that bothered others_____

_____

_____

_____

_____

I could improve by_____

_____

_____

_____

_____

I tried my best today. Yes____ Sometimes____ No____

I finished my work. Yes____ Sometimes____ No____

I did something nice. Yes____ No____

I got into a fight. Yes____ No____

I fulfilled my contract today. Yes____ No____

I was happy today. Yes____ No____

My overall day was:

GOOD_____

FAIR_____

POOR_____

WEEKLY FVALUATION

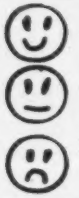
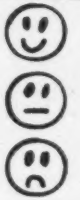
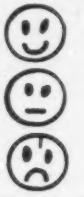
Teacher_____

Name_____ Date_____

	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
READING															
Attitude															
Diligence															
Accuracy															
SPELLING															
Attitude															
Diligence															
Accuracy															
MATH															
Attitude															
Diligence															
Accuracy															
LANGUAGE															
Attitude															
Diligence															
Accuracy															
WRITING															
Attitude															
Diligence															
Accuracy															
Attitude															
Diligence															
Accuracy															
POINTS	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

MY WEEKLY PLAN

Name_____

Date	Conference	Reading	Math	Language	Recess	Spelling	Writing	Other	Evaluation	Contrac
MONDAY										YES___ NO___
TUESDAY										YES___ NO___
WEDNESDAY										YES___ NO___
THURSDAY										YES___ NO___
FRIDAY										YES___ NO___

END OF THE DAY EVALUATIONS

Name:_____

Date:_____

Teacher:_____

COMMENTS:_____

_____

_____

_____

Do you agree? Yes___ No___

G
O
O
D

W
O
R
K
E
R

Student:_____ Date:_____

Teacher:_____

Name:_____ Teacher:_____

Date:_____

_____ Reading _____ Social Studies

_____ Math _____ Science

_____ English _____ Spelling

COMMENTS:_____

_____

_____

_____

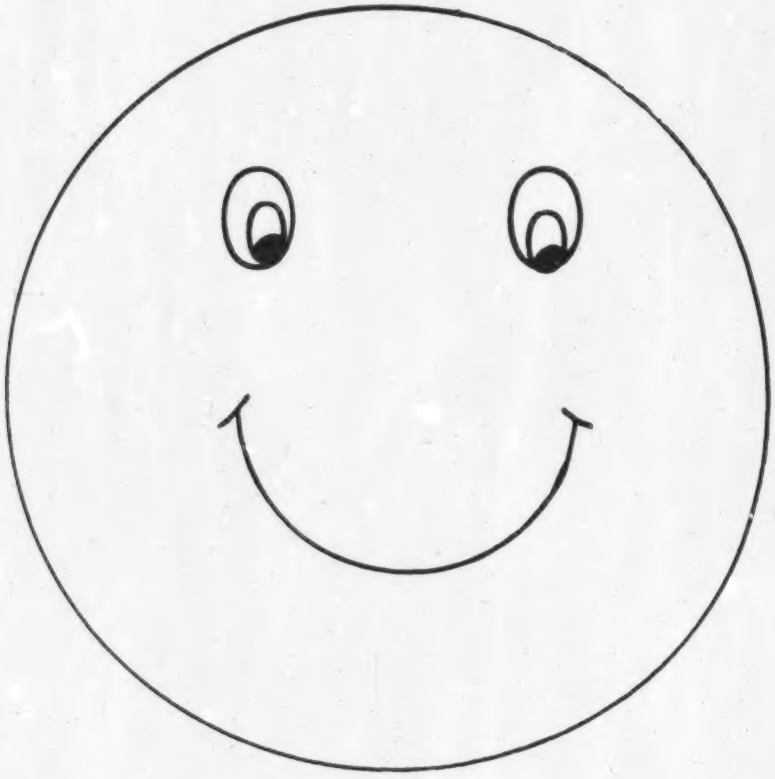
HW - Homework
X - Completed Work
✓ - Incomplete Work

Do you agree? Yes___ No___

I, _____, WAS THE CITIZEN OF THE DAY!

WOW!!!

W O W



S U P E R

TEACHER _____

DATE _____

COLLEGE VIEW SCHOOL

A SUNSHINE NOTE!

PROGRESS REPORT

Date_____

Student_____ Teacher_____

CONCEPT AND SKILL MASTERY	
READING:	COMMENTS:
MATH:	COMMENTS:
LANGUAGE:	COMMENTS:
SPELLING: WRITING:	COMMENTS:

CITIZENSHIP	SHOWS PROGRESS	NEEDS IMPROVEMENT
Assumes independent study responsibilities		
Uses time wisely		
Shows concern for others and his school		
Practices self control		
Cooperates and participates happily and willingly		
Able to realistically evaluate self		

Your child is generally achieving according to his/her ability._____

LAT TEACHER EVALUATION

Name_____ Grade Level_____ Date_____

Please answer the questions below so that I may adjust my program to accomplish your needs.

1. I agree with your daily schedule. Yes_____ No_____
2. If the answer is no, what would you like to see instead?

_____

_____

_____

3. Have I been helpful to you? Yes_____ No_____
4. In which areas did I help you most?_____

_____

_____

5. Have you seen improvements in the children since I have worked with them?

   Yes_____ No_____
6. If yes, in which area did you see the improvement? Behavior_____ Academics_____
7. In which areas would you like more help from me?_____

_____

8. Do you understand what types of children I work with? Yes_____ No_____
9. Would you like to observe the program? Yes_____ No_____
10. Would you like to have an in-service on children with behavior and/or neurological problems so you may be able to help them in your classroom? Yes_____ No_____
11. Is there enough communication between us? Yes_____ No_____
12. Would you like me to attend your team meetings? Yes_____ No_____
13. Do I follow up on your requests? Yes_____ No_____
14. If not, what did I not do for you?_____

_____

_____

15. Do you feel you received constructive support with regard to your problem students? Yes_____ No_____

I appreciate your time and effort to fill out this evaluation and I hope I may be able to help you in any way I can.

TUTOR'S LOG

Tutor's Name: Grade Level: Teacher:

Date	Time	Student	Responsibility	Evaluation

WEEKLY LAT SCHEDULE

Week _____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A.M.					
P.M.					
MEETINGS					
CONFERENCES					
TESTING					
CHILDREN ABSENT					

INDIVIDUAL TEST RESULTS

Name_____ Pre-test Date_____

Age_____ Grade_____ Post-test Date_____

Teacher_____ Tested by_____

NAME OF TEST	PRE-TEST	POST-TEST	IMPROVEMENT SHOWN
ITPA			
Subtests:			
1. Visual Association			
2. Auditory Association			
3. Auditory Reception			
4. Auditory Closure			
5. Sound Blending			
6. Sequential Memory			
Detroit Test			
Subtests:			
1. Orientation			
2. Auditory Attention Span for Related Syllables			
Wide Range Achievement Test			
1. Spelling			
2. Math			
3. Reading			
Kucera Francis Corpus			
220 most common words			
Wepman Test			
Auditory Discrimination			
Spache Diagnostic Reading Scales			
1. Word Recognition			
2. Instructional Reading Level (Oral)			
3. Comprehension Reading Level (Oral)			
4. Independent Reading Level (Silent)			
5. Reading Potential (Auditory Comprehension)			
6. Consonant Sounds			
7. Vowel Sounds			
8. Consonant Blends			
9. Common Syllables			
10. Blending			
11. Letter Sounds			

OCEAN VIEW SCHOOL DISTRICT
PUPIL SUMMARY EVALUATION FORM
LEARNING ASSISTANCE CLASS

Name_____ Date of Birth_____ School_____

PROGRAM ENTRY ASSESSMENTS Reading	YEAR-END ASSESSMENTS Reading
Test Name_____ Score____	Test Name_____ Score____
(Comments on testing conditions)	(Comments on testing conditions)

Concise Statement(s) of evaluation in relation to specific educational and/or psycho-social goals set for pupil in previous evaluations:

Specific recommendations for the following school year. (Recommendations shall be stated in educational and/or psycho-social goal/objective type statements).

Retain in LAC_____ Discharge_____

Teacher_____ Principal_____

Psychologist_____ Director, P.P.S._____

Nurse_____ Other_____

PPS SE/502 (Rev. 4/74)